

Transitioning from the Indiana Academic Standards (IAS) to the Common Core State Standards (CCSS): Assessment Guidance

Opportunity to Learn

From an assessment perspective, transitioning to the CCSS necessitates a focus on “Opportunity to Learn.” Opportunity to Learn (OTL) refers to equitable conditions or circumstances within the school or classroom that promote learning for all students. OTL includes curricula, learning materials and instructional experiences. In short, OTL supports student success by ensuring student access to both content and instruction.

Opportunity to Learn is both a moral imperative and an ethical responsibility on the part of educators. “Using OTL standards as a guide, students can measure whether they have a realistic shot at learning the subjects the state requires and whether they will have a fair chance to compete for college,” (UCLA’s Institute for Democracy, Education, & Access, 2003).

Indiana teachers have a two-fold obligation with regard to OTL. First, teachers must provide students with OTL for Indiana Academic Standards and Indicators that are assessed in the classroom and on ISTEP+. Second, and just as important, teachers must provide OTL in terms of the CCSS content that students must learn in preparation for college and careers, as measured by the new CCSS assessments.

Emphasis on Instruction

The Assessment Guidance also communicates instructional priorities with regard to the CCSS. Specific content that has been identified as *essential* for building the foundational skills required in the CCSS is incorporated at each grade level. The OTL for this essential content only exists at the particular grade level in the school year designated. If essential content is not taught, students will experience a gap in learning. As there is risk to future learning if essential content is not taught and learned, it is important to note that **mastery of essential content is critical**. The instructional priorities play a key role in student success on the CCSS accountability assessments, which begin in 2014-15.

**Common Core State Standards (CCSS)
2012-2013 Instructional Priorities
Grade 2**

*The following content is essential for building the foundational skills required in the CCSS. Master of this content is critical to avoid gaps in student learning. In addition, a focus on the **Mathematical Practices** is imperative to ensure student success.*

1. Fluently add and subtract within 20 using mental strategies.¹ By end of Grade 2, know from memory all sums of two one-digit numbers. (CCSS 2.OA.2: This standard is not new; but was added to this list to emphasize the importance of students being fluent by the end of the year.)
2. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (CCSS 2.OA.3)
3. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens—called a “hundred.”
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). (CCSS 2.NBT.1)
4. Count within 1000; skip-count by 5s, 10s, and 100s. (CCSS 2.NBT.2)
5. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (CCSS 2.NBT.3)
6. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. (CCSS 2.NBT.4)
7. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, and represent whole-number sums and differences within 100 on a number line diagram. (CCSS 2.MD.6)
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?* (CCSS 2.MD.8)
9. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.² Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (CCSS 2.G.1)

¹ See standard 1.OA.6 for a list of mental strategies.

² Sizes of lengths and angles are compared directly or visually, not compared by measuring.